

New Prospect Elementary

126 New Prospect Ch. Rd.
Anderson, South Carolina 29625

Grades	K-5 Elementary School	
Enrollment	480 Students	
Principal	Sylvia M. Thomas	864-260-5195
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	72	13	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Below Average	No
2005	Good	Good	Yes
2006	Good	Below Average	No

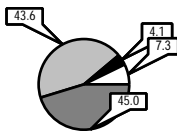
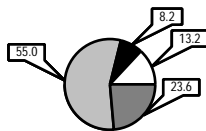
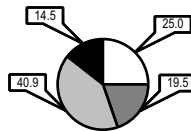
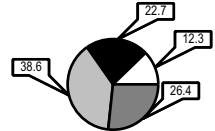
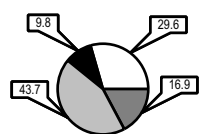
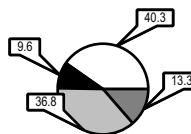
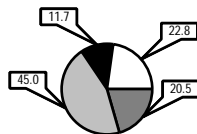
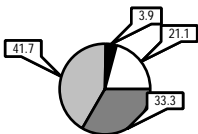
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	250	87.6	6.0	41.5	48.0	4.5	65.5	Yes	Yes
Gender									
Male	121	78.5	8.1	54.7	33.7	3.5	54.7	N/A	N/A
Female	129	96.1	4.4	31.6	58.8	5.3	73.7	N/A	N/A
Racial/Ethnic Group									
White	146	90.4	5.0	33.9	54.5	6.6	71.9	Yes	Yes
African American	91	82.4	5.6	52.8	40.3	1.4	55.6	Yes	No
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	99.5	3.8	41.0	50.3	4.9	68.3	N/A	N/A
Disabled	48	37.5	29.4	47.1	23.5	0.0	35.3	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	87.6	6.0	41.5	48.0	4.5	65.5	N/A	N/A
English Proficiency									
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	87.4	5.2	40.9	49.2	4.7	65.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	157	82.8	10.5	49.1	38.6	1.8	55.3	Yes	No
Full-pay meals	93	95.7	0.0	31.4	60.5	8.1	79.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	250	92.0	13.3	53.3	24.8	8.6	50.5	Yes	Yes
Gender									
Male	121	86.8	18.9	50.5	21.1	9.5	45.3	N/A	N/A
Female	129	96.9	8.7	55.7	27.8	7.8	54.8	N/A	N/A
Racial/Ethnic Group									
White	146	95.2	6.3	50.4	31.5	11.8	59.1	Yes	Yes
African American	91	86.8	23.7	57.9	14.5	3.9	38.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	99.5	9.8	53.0	27.9	9.3	55.7	N/A	N/A
Disabled	48	60.4	37.0	55.6	3.7	3.7	14.8	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	92.0	13.3	53.3	24.8	8.6	50.5	N/A	N/A
English Proficiency									
Limited English Proficient	12	91.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	92.0	12.8	53.2	25.1	8.9	51.2	N/A	N/A
Socio-Economic Status									
Subsidized meals	157	88.5	18.9	60.7	17.2	3.3	38.5	Yes	Yes
Full-pay meals	93	97.8	5.7	43.2	35.2	15.9	67.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	250	99.6	25.0	40.9	19.5	14.5	34.1
Gender							
Male	121	99.2	28.2	41.7	13.6	16.5	30.1
Female	129	100.0	22.2	40.2	24.8	12.8	37.6
Racial/Ethnic Group							
White	146	100.0	20.2	34.1	23.3	22.5	45.7
African American	91	98.9	31.3	49.4	15.7	3.6	19.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	17.5	43.7	22.4	16.4	38.8
Disabled	48	97.9	62.2	27.0	5.4	5.4	10.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	99.6	25.0	40.9	19.5	14.5	34.1
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	99.6	24.5	40.1	20.3	15.1	35.4
Socio-Economic Status							
Subsidized meals	157	99.4	33.1	46.2	17.7	3.1	20.8
Full-pay meals	93	100.0	13.3	33.3	22.2	31.1	53.3

Social Studies							
All Students	250	99.6	12.3	38.6	26.4	22.7	49.1
Gender							
Male	121	99.2	14.6	40.8	23.3	21.4	44.7
Female	129	100.0	10.3	36.8	29.1	23.9	53.0
Racial/Ethnic Group							
White	146	100.0	10.1	34.9	28.7	26.4	55.0
African American	91	98.9	15.7	43.4	21.7	19.3	41.0
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	6.0	38.8	29.0	26.2	55.2
Disabled	48	97.9	43.2	37.8	13.5	5.4	18.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	250	99.6	12.3	38.6	26.4	22.7	49.1
English Proficiency							
Limited English Proficient	12	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	238	99.6	12.3	38.2	25.9	23.6	49.5
Socio-Economic Status							
Subsidized meals	157	99.4	16.9	43.8	27.7	11.5	39.2
Full-pay meals	93	100.0	5.6	31.1	24.4	38.9	63.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	81	100.0	2.6	32.9	60.5	3.9	64.5
	4	81	98.8	8.2	50.7	41.1	0.0	41.1
	5	77	100.0	7.2	60.9	31.9	0.0	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	94.1	4.2	31.0	59.2	5.6	64.8
	4	89	88.8	11.1	45.8	40.3	2.8	43.1
	5	76	78.9	1.8	49.1	43.9	5.3	49.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	81	100.0	7.9	67.1	19.7	5.3	25.0
	4	81	100.0	11.0	54.8	23.3	11.0	34.2
	5	77	100.0	10.1	53.6	14.5	21.7	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	96.5	15.1	60.3	21.9	2.7	24.7
	4	89	93.3	13.2	55.3	21.1	10.5	31.6
	5	76	85.5	11.5	42.6	32.8	13.1	45.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	81	100.0	25.0	48.7	21.1	5.3	26.3
	4	81	100.0	20.5	43.8	23.3	12.3	35.6
	5	77	100.0	21.7	29.0	15.9	33.3	49.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	20.3	51.4	23.0	5.4	28.4
	4	89	100.0	30.4	39.2	17.7	12.7	30.4
	5	76	98.7	23.9	31.3	17.9	26.9	44.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	81	100.0	5.3	48.7	36.8	9.2	46.1
	4	81	100.0	11.0	43.8	28.8	16.4	45.2
	5	77	100.0	15.9	43.5	17.4	23.2	40.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	85	100.0	5.4	36.5	36.5	21.6	58.1
	4	89	100.0	10.1	44.3	24.1	21.5	45.6
	5	76	98.7	22.4	34.3	17.9	25.4	43.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 480)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.9%	Down from 6.0%	3.2%	2.8%
Attendance rate	96.2%	Down from 96.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	12.0%	Down from 17.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	7.6%	Down from 14.2%	0.0%	0.0%
Eligible for gifted and talented	5.6%	Down from 11.4%	9.7%	10.4%
On academic plans	37.3%	N/AV	39.2%	33.6%
On academic probation	0.0%	N/AV	1.4%	1.0%
With disabilities other than speech	14.9%	Down from 16.8%	8.4%	7.5%
Older than usual for grade	1.5%	Down from 2.2%	1.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	42.5%	Down from 45.0%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	79.4%	Down from 82.0%	87.5%	87.3%
Teacher attendance rate	95.7%	Down from 96.0%	95.0%	94.9%
Average teacher salary	\$41,457	Down 3.5%	\$42,375	\$42,485
Prof. development days/teacher	9.7 days	Down from 11.7 days	14.2 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 18.2 to 1	18.3 to 1	18.6 to 1
Prime instructional time	91.5%	Down from 91.9%	89.4%	89.7%
Dollars spent per pupil*	\$7,417	Down 0.1%	\$6,340	\$6,557
Percent of expenditures for teacher salaries*	62.3%	Down from 63.5%	64.4%	64.0%
Percent of expenditures for instruction*	66.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 98.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2005-06, New Prospect Elementary School served 550 students in a K-5th grade setting. NPES uses a variety of programs and strategies to further the academic success of our students. Instruction is centered on a district curriculum that is based on the adopted S.C. standards. Teachers use a balanced literacy approach to ELA instruction. Reading Recovery is available for identified 1st graders. The Science and Instructional Specialists provide teaching support for all teachers. Both the classroom teachers and the Science Specialist provide quality hands-on science instruction through use of science kits and planned labs. Along with the regular curriculum, students at NPES receive weekly instruction in Art, Music, PE, Library, Computer, and Guidance. There is a before-school tutorial program to address the remedial needs of students in grades 3-5. A grant provides financial support for the Leap Frog AM Kindergarten Program, and Reading Recovery funds provide morning maintenance groups for identified 2nd graders. Special Education services are available for both Speech and LD Resource students. Two EH self-contained classrooms and an associated Clinical Day Program are housed at NPES. We have a full-time registered nurse, 1.5 guidance counselors, and a .5 site-based Mental Health Counselor to address the health and emotional needs of all students.

We encourage academic excellence through the use of Accelerated Reader and our Order of the Scroll Exemplary Writing Awards. There is also a Gifted and Talented Program for identified students. NPES focuses on character education in our school and community. We support character education through our guidance curriculum, community projects, and recognitions such as Caught Being Good, Top Jets, and Terrific Kids. Students benefit from many extension activities including student government, scouting, Geography Bee, Stock Market Club, Science Club, a school postal system, Energy Patrol, Robotics Team, and Beta Club. In 2004 our student Stock Market Club placed 2nd in the state Stock Market Simulation and in 2005 we had the 1st and 2nd place teams in the SC Stock Market Simulation. Our Junior Beta Club is the first elementary club in Anderson District #5.

NPES is very proud of a dedicated core of parents and faculty members who are active in our SIC and PTO. We have three National Board certified teachers. Our school has Hall of Fame status in the S.C. Exemplary Writing Program, Flagship status as a School of Promise, two Silver Palmetto PACT Awards, and a Red Carpet Award. On each of the past three years, the S.C. Educational Oversight Committee has recognized NPES for the exemplary academic progress of our economically disadvantaged students. Since 2002, NPES has maintained a Good absolute rating on the SC Report Card, indicating our performance exceeds SC expectations. In 2005 our school improvement rating moved to Good while making adequate yearly progress (AYP) for all subgroups tested on PACT. Our challenge is to empower children to achieve their potential in a diverse, safe, innovative, and caring environment while preparing them to be life-long learners and productive members of our community.

Sylvia Thomas, Principal
Missy McLane, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	67	51
Percent satisfied with learning environment	91.1%	89.6%	92.0%
Percent satisfied with social and physical environment	100.0%	90.5%	82.0%
Percent satisfied with school-home relations	91.1%	95.3%	88.0%

*Only students at the highest elementary school grade level at this school and their parents were included.